

North Road Community Primary School



ACCESSIBILITY PLAN

Author/Person Responsible	Amy Lyall North Road Primary School
Date of Ratification	May 2026
Review Group	FGB
Ratification Group	FGB
Review Frequency	Every 3 years
Review Date	May 2029
Previous Review Amendments/Notes	
Related Policies	SEND Policy; SEND Commonly Asked Questions; SEND Impact Report; Code of Conduct; Complaints; Confidentiality; Educational Visits; Equality (including anti-bullying); Intimate Care; Health and Safety; Restraint; Self-Harm and Whistleblowing. SDP
Chair of Governor's Signature	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Accessibility Plan	Date:	May 2026
EIA Carried Out By:	Amy Lyall	EIA Approved By:	Sarah Stillie

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Race		X
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender identity		X
Sexual orientation		X

Any adverse impacts are explored in a Full Impact Assessment.

Accessibility Plan

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1. Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

2. Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

3. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises



4. Action plan

This action plans sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	Include established practice and practice under development					
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.	Liaise with Preschools/Nurseries to review intake.	Identification of pupils who may need additional or different provision.	SENDCo/EYFS Teacher	Once per year, June	Procedures and equipment are in place as required.
	Curriculum progress is tracked for all pupils, including those with a disability. In addition, children on the SEND register, are tracked by the SENDCO and additional meetings held between the class teacher and SENDCO.	To promote understanding amongst the school community of different needs and disabilities.	Special Assemblies linked to National Days to support awareness for all children and staff. LEANS Curriculum taught in KS2 through PHSE – promoting an awareness of neurodiversity and disabilities.	Head Teacher SENDCo Class Teachers	Ongoing Term 5 and 6 each year	All members of the school community have a greater understanding of diversity which leads to an inclusive approach.
	Pre teaching takes place to enable curriculum access for children with an SEN/D need The children have previously taken part in Neurodiversity Celebration week and there is a strong focus in the school on mental health. There is a culture of inclusion and celebration of difference	To provide high quality learning experiences for children with specific needs	SENCO to observe children with SEND to identify whether agreed strategies are being used effectively. Carry out learning walk to identify the extent to which classrooms are conducive to learning for children with additional needs. Use Appendix 2 to review and audit curriculum access.	Head Teacher SENDCo	Once per year, February	All children with additional needs have access to a high-quality ambitious curriculum which is adapted where required to meet their needs.



		To provide equal opportunities for the 'wider curriculum' for children with SEND, e.g. clubs, school visits etc.	Monitor uptake of clubs for SEND and disadvantaged children. Monitor representation of SEND pupils in school teams e.g. school council or prefects	SENDCo	3 times per year	
		To evaluate and plan for future needs. Governors to evaluate the impact of the plan and plan for the future.	Annual review of this plan taking into account the changing needs of the school population.	Finance and Resources Committee	May 2026 and annually	New plan developed with the future needs of pupils taken into consideration.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: - Hearing loops in the classroom as needed - Ramp - Disabled parking bay - Disabled toilet - Library shelves at wheelchair-accessible height For children who find unstructured time difficult there is the sensory garden and reading tepee. The playtime environment is adapted for need e.g. an ASD child may have some of his/her playtime inside Please note that the physical constraints of our small, Victorian school, including small classrooms and narrow corridors make wheelchair access for pupils in EYFS/KS1 sadly problematic.	Ensure that all classrooms meet the sensory needs of all learners.	Carry out classroom audit – appendix 1 Ensure felt is used on the bottoms of furniture legs Reflooring KS2 classroom to make acoustics better for HI pupil.	Head Teacher SENDCo Teacher of the deaf	February, once per year September 2025 ASAP	Classrooms consistently provide appropriate sensory adaptations and resources to reduce barriers to learning.
		To provide an accessible environment for all stakeholders with physical disabilities to all areas of the school.	Use Appendix 1 to review and audit physical access. Identify spaces which may need modifying then plan and budget for this. Declutter all areas of the school to provide accessibility. Update the Full Governing Body on progress and works carried out.	Head Teacher SENDCo	Once per year, February	All stakeholders have full physical access to the school building and grounds.



Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: - Internal signage for visual timetables - Large print/ different print resources - if necessary - Hearing devices for children with hearing difficulties, Teacher of the Deaf advice on hearing loops - Pictorial or symbolic representations - Training in Makaton - Newsletters emailed to allow parents to use text-to-speech aids when applicable.	To provide information to all stakeholders in a suitable way which meets their needs.	Use Appendix 3 to review and audit access to information. Provide translated materials / translator to families who are unable to access the English language.	Head Teacher SENDCo Class teachers	Once per year February Ongoing as needed	All stakeholders have access to information in a format which meets their needs. Families with EAL are able to access school information fully.



Appendix 1 Is North Road Community Primary School designed to meet the needs of all pupils? Building

Questions:

Question	Yes	No	Comments
Do the size and the layout of areas – including all academic, sporting, play, hall and IT suite allow access for all pupils?			
Can pupils/staff that use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and shower?			
Are pathways around the school site and parking arrangements safe, routes logical and well signed?			
Are emergency and evacuations systems set up to inform all pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			
Are all areas to which pupils have access well lit?			
Are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?			
Is furniture and equipment selected, adjusted and located appropriately?			

Appendix 2 How does North Road Community Primary School deliver the Curriculum?

Question	Yes	No	Comments
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?			
Are your classrooms optimally organised for disabled pupils, for example furniture layout, acoustics, blinds, signage, and decorative colours?			
Do lessons provide opportunities for all pupils to achieve?			
Are lessons responsive to pupil diversity?			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			
Are all pupils encouraged to take part in music, drama and physical activities?			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example lip reading?			
Do staff recognise and allow for the additional time required by some pupils to use equipment in practical work?			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?			
Do you provide access to computer technology appropriate to pupils with disabilities?			
Are school visits, including overseas visits, made accessible to all pupils, irrespective of attainment or impairment?			
Are there high expectations of all pupils?			
Do staff seek to remove barriers to learning and participation, including for extra-curricular activities?			



Appendix 3 – How does North Road Community Primary School deliver materials in other formats?

Question	Yes	No	Comments
Do you provide information in simple language, symbols, large print, coloured paper, acetates, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, for example by reading aloud-overhead projections and describing diagrams?			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?			
Do you ensure that information is readily available to members of the school community who do not speak English?			